

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1347 W. 5th Street, Yuma, AZ 85364

Yuma Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Underperforming

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Not Met
2002-03	Not Met

#### School Improvement Status (b)

2004-05	SI Year 1
2003-04	Year 1
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Mrs. Deb Drysdale-Elias  
 Schedule : 08:00 AM to 04:15 PM  
 Grades : K-6  
 2005 Enrollment : 429  
 Web Address :  
 Phone Number : (928) 782-1843  
 Fax Number : (928) 782-4094  
 E-mail : ddrysdale@yumaed.org

### Mission

The child who crosses the threshold of Carver School is assured of an exemplary program of education. Students are valued as unique. To this end, many innovative and supportive programs have been developed in a direct effort to serve the child and the family.

### School / Academic Goals

- ü One hundred percent (100%) of Carver students will be at grade level in reading by June 2014, per NCLB.
- ü One hundred percent (100%) of Carver students will be at grade level in writing by June 2014, per NCLB.
- ü Carver staff will present a welcoming environment to parents and the community at all times.
- ü One hundred percent (100%) of Carver students will be at grade level in math by June 2014, per NCLB.

### Enrollment

October 1, 2004 School Year Student Enrollment : 466  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 25

Instructional Programs

- Ü Full day Kindergarten
- Ü Inclusive Special Education
- Ü CLIP
- Ü Literature and Art Literacy Block
- Ü Core Reading Program
- Ü Algebra Project
- Ü Intervention Block
- Ü Extended Day

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	9/6/2005
Last Day of School :	6/14/2006

Shared Responsibilities

School

The school will assure parents that their child will be instructed within the confines of a safe and nurturing environment. Students will be regarded with dignity and fairness and each child's culture, family & language values will be held precious.

Parents

Carver parents are responsible for sending their children to school prepared to learn. This includes their transportation decisions, clothing and shelter assurances and availability to respond to the school's inquiries.

Transportation Policy

While all our resident students reside within walking distance from school, transportation is offered to students who live north of 1st Street and south of 8th Street to assist them safely to and from school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Outstanding First Year Teacher of the Year, Yuma County	2003
Ü Governor's award: Housing Hero of the Year	2004
Ü Yuma County Teacher of the Year	2003
Ü National Laubach Tutor of the Year	2002

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	1151	79306	100	99	99	414	429	445	17	14	10	36	23	18	43	54	51	4	9	20
All Students (Prior Year)	69	1170	75509	100	99	100	486	508	521	16	15	13	44	30	23	36	34	33	4	21	31
Female	31	579	38691	100	99	99	408	432	446	11	13	10	39	24	18	46	56	52	4	8	20
Male	28	572	40583	100	99	99	420	427	445	24	14	11	32	23	18	40	52	50	4	10	21
African American	--	41	4041	--	100	99	--	434	426	--	7	17	--	33	23	--	57	50	--	3	10
Hispanic	53	743	32869	100	99	99	415	420	429	14	17	15	37	29	25	45	49	51	4	4	10
Asian/Pacific Islander	--	15	1935	--	100	99	--	434	474	--	15	3	--	8	9	--	38	48	--	38	40
American Indian/Alaskan Native	--	15	4264	--	88	100	--	444	419	--	7	19	--	14	30	--	71	45	--	7	6
White	NC	337	36197	NC	99	99	NC	450	463	NC	6	5	NC	11	11	NC	64	53	NC	19	31
Students with Disabilities	NC	122	10321	NC	100	100	NC	366	389	NC	41	30	NC	25	27	NC	29	34	NC	5	9
Students without Disabilities	51	1029	69060	100	98	98	430	437	454	7	10	7	38	23	17	51	57	54	4	10	22
Limited English Proficient Students	37	320	15509	100	100	100	406	404	406	16	23	20	42	33	30	42	43	45	0	2	5
Migrant Students	NC	23	118	NC	NA	NA	NC	405	419	NC	39	25	NC	30	21	NC	26	50	NC	4	3
Economically Disadvantaged	58	822	39415	98	97	96	422	425	431	17	17	15	35	28	25	44	50	50	4	5	10
Non-Economically Disadvantaged	NC	329	39966	NC	100	100	NC	441	459	NC	6	6	NC	10	12	NC	64	52	NC	19	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	1156	79395	100	0	99	411	434	446	15	11	9	43	31	25	42	53	55	0	6	11
All Students (Prior Year)	69	1166	75492	100	99	100	491	509	519	27	14	12	39	25	16	32	46	47	2	15	24
Female	31	581	38743	100	0	100	407	440	451	14	9	7	43	31	24	43	54	57	0	6	12
Male	28	575	40618	100	0	99	414	428	440	16	13	11	44	31	27	40	52	53	0	5	9
African American	--	41	4052	--	0	100	--	436	434	--	7	11	--	33	29	--	53	54	--	7	6
Hispanic	53	745	32915	100	0	99	413	422	426	12	15	15	43	37	35	45	46	47	0	2	4
Asian/Pacific Islander	--	15	1936	--	0	99	--	429	468	--	15	3	--	8	14	--	69	63	--	8	19
American Indian/Alaskan Native	--	17	4271	--	0	100	--	450	420	--	0	15	--	25	42	--	75	41	--	0	2
White	NC	338	36221	NC	0	99	NC	459	465	NC	3	4	NC	17	15	NC	66	63	NC	14	17
Students with Disabilities	NC	123	10331	NC	0	100	NC	364	388	NC	33	25	NC	36	37	NC	31	34	NC	0	4
Students without Disabilities	51	1033	69139	100	0	99	425	443	454	13	8	7	40	30	24	47	56	58	0	7	11
Limited English Proficient Students	37	321	15545	100	0	100	403	403	399	16	20	21	47	43	42	37	37	35	0	1	1
Migrant Students	NC	24	120	NC	NA	NA	NC	409	414	NC	21	20	NC	50	45	NC	29	35	NC	0	0
Economically Disadvantaged	58	827	39484	98	0	96	419	428	429	15	14	14	44	37	35	40	48	47	0	2	4
Non-Economically Disadvantaged	NC	329	39986	NC	0	100	NC	450	461	NC	4	4	NC	15	16	NC	67	63	NC	15	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	1151	78869	100	99	99	395	422	442	9	9	6	45	28	21	45	57	63	0	6	10
All Students (Prior Year)	68	1163	75053	100	99	99	554	556	597	7	10	7	23	17	12	68	70	72	2	3	9
Female	31	579	38536	100	99	99	393	436	458	7	7	4	39	23	15	54	62	67	0	8	14
Male	28	572	40302	100	99	99	397	409	428	12	10	8	52	32	26	36	53	60	0	5	7
African American	--	41	4015	--	100	99	--	424	430	--	7	8	--	43	24	--	40	61	--	10	7
Hispanic	53	741	32606	100	99	98	399	413	426	6	10	8	47	32	27	47	55	60	0	3	5
Asian/Pacific Islander	--	15	1925	--	100	99	--	432	471	--	8	3	--	15	11	--	62	64	--	15	22
American Indian/Alaskan Native	--	17	4245	--	100	100	--	421	423	--	13	9	--	13	26	--	75	61	--	0	4
White	NC	337	36078	NC	99	99	NC	442	459	NC	6	4	NC	18	16	NC	63	66	NC	12	14
Students with Disabilities	NC	123	10246	NC	100	100	NC	341	367	NC	21	18	NC	42	39	NC	34	40	NC	3	4
Students without Disabilities	51	1028	68697	100	98	98	411	432	454	7	7	4	42	26	18	51	60	67	0	7	11
Limited English Proficient Students	37	318	15339	100	100	100	396	396	399	5	12	11	47	35	31	47	52	54	0	1	3
Migrant Students	NC	23	119	NC	NA	NA	NC	414	402	NC	9	16	NC	30	30	NC	61	53	NC	0	1
Economically Disadvantaged	58	823	39106	98	97	95	403	417	427	10	10	8	46	32	28	44	54	59	0	4	5
Non-Economically Disadvantaged	NC	328	39837	NC	100	100	NC	436	457	NC	6	4	NC	16	14	NC	65	67	NC	12	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	1204	78906	100	100	99	464	483	498	26	16	13	44	27	19	25	47	48	4	9	20
All Students (Prior Year)	71	1172	76019	96	100	100	453	490	499	33	15	14	54	46	39	8	14	14	4	25	33
Female	32	574	38644	100	98	99	462	483	500	23	15	12	47	28	19	30	49	49	0	8	19
Male	42	630	40236	100	100	99	466	482	497	29	17	15	42	26	19	21	46	46	8	11	20
African American	NC	29	4087	NC	94	99	NC	496	481	NC	9	20	NC	23	24	NC	59	45	NC	9	11
Hispanic	67	819	31938	100	100	99	461	476	481	26	19	19	47	31	25	26	45	46	2	5	10
Asian/Pacific Islander	--	13	1805	--	100	98	--	461	536	--	25	5	--	17	8	--	33	45	--	25	42
American Indian/Alaskan Native	NC	17	4593	NC	100	100	NC	441	467	NC	18	26	NC	36	29	NC	27	39	NC	18	6
White	NC	326	36483	NC	100	99	NC	502	517	NC	8	7	NC	16	13	NC	55	51	NC	21	30
Students with Disabilities	10	139	10664	100	100	100	433	421	430	80	49	42	0	28	27	20	22	26	0	2	5
Students without Disabilities	64	1065	68310	100	98	98	470	491	509	17	12	9	52	27	18	26	51	51	5	11	22
Limited English Proficient Students	39	306	12573	100	100	100	463	463	454	27	22	27	41	34	30	30	41	38	2	3	5
Migrant Students	--	10	125	--	NA	NA	--	464	476	--	30	18	--	30	35	--	40	42	--	0	5
Economically Disadvantaged	73	856	38679	100	97	96	464	477	483	26	20	20	44	31	25	25	42	45	4	6	10
Non-Economically Disadvantaged	--	348	40295	--	100	100	--	497	513	--	6	7	--	15	13	--	60	50	--	19	30

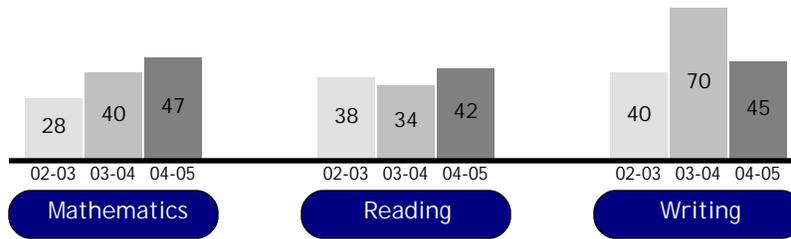
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	1205	78908	100	0	99	456	474	484	16	9	10	47	32	23	37	54	58	0	5	9
All Students (Prior Year)	71	1174	76020	96	100	100	484	499	503	65	30	25	17	24	23	15	37	40	2	9	12
Female	32	573	38648	100	0	99	458	478	489	10	8	8	60	32	22	30	54	61	0	6	10
Male	42	632	40233	100	0	99	454	470	479	21	11	12	37	32	25	42	54	55	0	3	8
African American	NC	29	4092	NC	0	99	NC	494	473	NC	0	12	NC	27	28	NC	64	54	NC	9	5
Hispanic	67	820	31940	100	0	99	453	466	465	18	12	16	48	38	32	34	47	49	0	2	3
Asian/Pacific Islander	--	13	1805	--	0	98	--	466	507	--	8	4	--	25	13	--	50	65	--	17	18
American Indian/Alaskan Native	NC	17	4569	NC	0	100	NC	452	457	NC	9	18	NC	18	39	NC	64	41	NC	9	2
White	NC	326	36502	NC	0	99	NC	494	502	NC	3	4	NC	18	14	NC	70	67	NC	10	15
Students with Disabilities	10	139	10665	100	0	100	420	414	423	50	28	30	40	46	36	10	25	31	0	0	2
Students without Disabilities	64	1066	68312	100	0	98	462	482	493	10	7	7	48	30	21	41	58	62	0	5	10
Limited English Proficient Students	39	306	12556	100	0	100	449	449	436	20	18	24	50	45	40	30	35	35	0	2	1
Migrant Students	--	10	125	--	NA	NA	--	450	457	--	20	22	--	30	40	--	50	38	--	0	0
Economically Disadvantaged	73	856	38662	100	0	96	456	468	468	16	12	16	47	38	32	37	48	49	0	2	3
Non-Economically Disadvantaged	--	349	40315	--	0	100	--	489	498	--	3	5	--	17	15	--	70	66	--	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	1202	78750	100	99	99	482	487	500	6	8	6	47	33	29	47	57	63	0	1	2
All Students (Prior Year)	71	1161	75673	96	99	100	495	529	530	15	9	12	41	28	25	41	61	58	2	2	4
Female	32	572	38586	100	98	99	494	504	515	3	4	4	40	28	22	57	65	71	0	2	3
Male	42	630	40135	100	100	99	472	472	486	8	12	8	53	37	35	39	50	56	0	1	1
African American	NC	29	4081	NC	94	99	NC	516	488	NC	0	8	NC	32	32	NC	64	59	NC	5	2
Hispanic	67	817	31841	100	99	99	480	481	483	6	9	8	47	37	36	47	53	55	0	1	1
Asian/Pacific Islander	--	13	1802	--	100	98	--	482	533	--	0	2	--	25	16	--	75	75	--	0	7
American Indian/Alaskan Native	NC	17	4586	NC	100	100	NC	462	481	NC	9	8	NC	18	37	NC	64	54	NC	9	1
White	NC	326	36440	NC	100	99	NC	504	516	NC	6	3	NC	24	22	NC	67	71	NC	3	4
Students with Disabilities	10	139	10622	100	100	100	479	403	415	0	31	21	70	43	50	30	24	28	0	1	1
Students without Disabilities	64	1063	68196	100	98	98	482	499	513	7	5	3	43	32	25	50	62	69	0	2	3
Limited English Proficient Students	39	301	12504	100	100	100	476	465	451	9	11	12	43	41	44	48	47	43	0	1	1
Migrant Students	--	10	126	--	NA	NA	--	469	464	--	10	14	--	40	44	--	50	41	--	0	0
Economically Disadvantaged	73	855	38558	100	97	96	482	483	485	6	9	8	47	37	37	47	53	54	0	1	1
Non-Economically Disadvantaged	--	347	40260	--	100	100	--	499	514	--	5	3	--	22	21	--	70	72	--	3	4

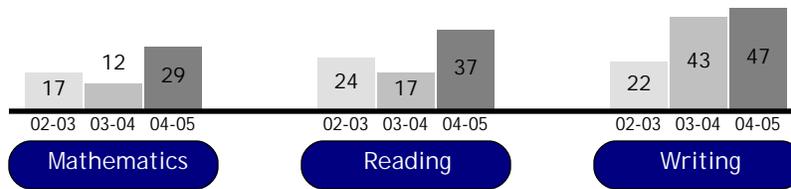
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	32	45	50	91	53	NA	58	100	29	43	47
	Language	97	35	36	43	97	37	41	50	100	34	45	47
	Mathematics	100	61	57	57	97	48	60	64	100	38	43	50
3	Reading	96	23	37	47	96	36	NA	55	98	29	39	44
	Language	99	33	43	54	97	39	48	61	98	27	40	44
	Mathematics	100	34	49	54	97	37	54	61	98	35	44	51
4	Reading	91	27	44	52	95	36	NA	56	100	30	43	48
	Language	91	30	41	48	94	38	44	52	100	32	44	49
	Mathematics	91	38	51	57	94	45	54	61	100	34	48	53
5	Reading	100	30	44	50	96	31	NA	55	100	35	46	50
	Language	100	27	41	46	97	28	44	49	100	31	44	50
	Mathematics	100	41	55	57	97	29	55	63	100	32	42	49
6	Reading	95	36	45	53	99	46	NA	56	95	37	47	51
	Language	98	33	40	45	99	34	42	48	95	36	42	47
	Mathematics	97	47	57	62	100	53	61	66	95	34	44	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 3 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Receive and Share Assessment Information
- ü Receive and Share Legislative Updates
- ü Receive and Share Facility Updates
- ü Serve on School Improvement Committee

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	3.20	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	2	4	0	0
7 to 9 years	1	2	0	0
10 or more years	6	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	67
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	12%
Percent of core classes not taught by Highly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

- ü Library Media Center
- ü iMac Lab
- ü Amphitheater Stage

Extracurricular Activities

- ü Model Migrant Program
- ü Afterschool Literacy
- ü Accelerated Reader Program
- ü Current Events Challenge
- ü Art Club
- ü Breakfast Club
- ü Intramural Sports
- ü Suzuki Violin Orchestra

Social Services

- ü Breakfast/Lunch Programs
- ü Carver Neighborhood Revitalization Plan
- ü Neighborhood Justice Program
- ü Farm to Family Produce Distribution
- ü Safe Schools/Healthy Students Program
- ü School based Clinic Availability
- ü Behavior Health Therapist
- ü Migrant Parent Advocate on Staff

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 100% of Carver's kindergarteners met or exceeded the district standards in writing.
  
- ü Carver's fifth grade scores in reading showed a change of 56% less students in the falls far below category of the AIMS/DPA test compared to the previous school year. This is the largest movement in Yuma District One in reading.
  
- ü 18% more students met state standards in reading than the previous year in 3rd grade.
  
- ü Carver's fifth grade scores in maths howed a change of 15% less students in the falls far below category of the AIMS/DPA test compared to the previous year.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Transfers Out Rates <sup>5</sup>	12	12	12	17
Transfers In Rate <sup>6</sup>	39	28	28	37
Stability Rate <sup>7</sup>	87	87	87	82
Promotion Rate <sup>8</sup>	100	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

All teachers escort their students to the front of the school at dismissal and remain watching until each child goes home. Carver School has written and implemented a Crisis Management Plan which sets in place a remedy plan to ensure student safety. Carver has written and implemented a Bully Prevention Policy. An SRO has been assigned to Carver School one per week, including daily access if needed. Two .5 fte school safety specialists will be hired to provide neighborhood bicycle patrol.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

7

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Deb Drysdale Elias	(928) 782-1843
Transportation Policy	Deb Drysdale Elias	(928) 782-1843
Community Resources	Adar Garcia	(928) 782-1843
School Nutrition Programs	Karen Johnson	(928) 502-4300
Parent Organization	Adar Garcia	(928) 782-1843
Student Health/Nurse	Nancy Cook	(928) 782-1843

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 429 Copies = \$164.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.